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Superintendent

Board of Public Education 2002 Iowa Test Results September 12, 2002

In 2002, as in 2001, Montana students demonstrated high achievement, scoring above the national norm group in all grades and subjects. Grade eight scores continue to be slightly lower than grades four and eleven, and science continues to be the subject in which students in all grades and most disaggregations score highest.

In addition, the results are relatively stable for 2001 and 2002 across the state and within disaggregations. The number and range of increases and decreases in the National Percentile Rank for grades, subjects, and disaggregations are small as are the increases and decreases in differences between groups within disaggregations.

- ❖ Of forty increases in National Percentile Rank scores across grades, subjects, and disaggregations, two of the increases were more than two percentage points, the larger being six percentage points. (See Table 1)
- ❖ Of thirty nine decreases in National Percentile Rank scores across grades, subjects, and disaggregations, five of the decreases were more than two percentage points, the largest being six points. (See Table 1)
- ❖ Of twenty-seven increases in the difference between two groups within a disaggregation (example: between female students and male students in the gender disaggregation), ten increased more than two points ranging from 3-7 percentage points. (See Table 2)
- ❖ Of ten decreases in the difference between two groups within a disaggregation (example between female students and male students in the gender disaggregation), three of the decreases were more than two points ranging from 3-8 percentage points. (See Table 2)

The preliminary report presented to the Board of Public Education in July and the detailed report in the binder contain details according to grade, subject, disaggregation, and district size category. In addition, results of instruments other than the Iowa Tests are presented. The binder report is organized and presented according to recommendations from the Board of Public Education and the Board of Public Education Assessment Advisory Committee and follows the format of the 2001 report.

This report is intended to give a preview of the results, a broad view of the student groups in Montana, and a comparison of the test results for 2001 and 2002. It is recognized that different students participated in the testing each year.

Two tables follow:

- Table 1: National Percentile Rank Changes from 2001 to 2002 Iowa Test Results Disaggregations--shows scores increases and decreases for each grade, subject, and disaggregation. The information is color-coded:
 - Yellow = Score Increase ☺
 - Blue = Score Decrease ☹
 - No Color = No Change
 - Number Only Colored = 2 or less point increase/decrease
 - Whole Square Colored = over 2 point increase/decrease
- Table 2: Changes in National Percentile Rank Differences within Disaggregations from 2001 to 2002--shows score differences within disaggregations for each grade, subject, and disaggregation. The information is color-coded:
 - Green = Difference Increase ☹
 - Pink = Difference Decrease ☺
 - Number Only Colored = 2 or less point difference in decrease/increase
 - Whole Square Colored = over 2 point difference in decrease/increase

Table 1:**National Percentile Rank Changes from 2001 to 2002 Iowa Test Results Disaggregations**

	Read	LA	Math	Soc. St.	Sci.	Read	LA	Math	Soc. St.	Sci.	Read	LA	Math	Soc. St.	Sci.
Grade	4	4	4	4	4	8	8	8	8	8	11	11	11	11	11
All Students 01	66%	68%	62%	67%	71%	60%	57%	57%	62%	64%	66%	62%	61%	66%	70%
All Students 02	66%	67%	62%	68%	69%	60%	57%	58%	60%	64%	67%	62%	61%	67%	71%
Students Without Disabilities 01	69%	71%	66%	70%	72%	64%	60%	60%	65%	67%	69%	64%	64%	69%	72%
Students Without Disabilities 02	69%	70%	65%	71%	71%	64%	61%	62%	63%	68%	70%	65%	64%	69%	73%
Students With Disabilities 01	32%	33%	31%	41%	50%	25%	26%	25%	26%	36%	26%	27%	26%	32%	32%
Students With Disabilities 02	32%	31%	31%	42%	46%	25%	22%	23%	32%	34%	28%	28%	26%	32%	34%
Female Students 01	67%	72%	60%	66%	70%	60%	62%	58%	62%	65%	68%	69%	60%	69%	72%
Female Students 02	67%	71%	61%	67%	68%	62%	64%	59%	60%	66%	69%	69%	61%	69%	73%
Male Students 01	66%	64%	62%	70%	72%	60%	52%	57%	63%	63%	64%	55%	62%	64%	67%
Male Students 02	65%	63%	63%	69%	70%	59%	50%	57%	59%	63%	65%	55%	62%	65%	68%
Native American Students 01	44%	49%	40%	48%	50%	36%	41%	33%	35%	42%	41%	42%	41%	46%	51%
Native American Students 02	44%	48%	40%	48%	49%	35%	35%	32%	39%	41%	41%	43%	39%	46%	48%
White Students 01	69%	70%	66%	71%	73%	64%	59%	60%	65%	67%	69%	63%	63%	68%	71%
White Students 02	69%	70%	65%	71%	72%	64%	60%	62%	63%	68%	70%	64%	63%	69%	72%
Students on Free/Reduced Lunch 01	54%	57%	51%	57%	59%	47%	48%	45%	47%	53%	51%	49%	49%	54%	58%
Students on Free/Reduced Lunch 02	53%	55%	50%	57%	58%	47%	44%	45%	48%	53%	52%	49%	48%	54%	58%
Students with Limited English Proficiency 02*	27%	35%	29%	32%	35%	22%	27%	24%	30%	32%	32%	36%	34%	38%	40%

Yellow = Increase ☺

Number Only Colored = 2 or less point difference

No Color = No Change**Blue = Score Decrease ☹**

Whole Box Colored = over 2 point increase/decrease

Prepared by the Montana Office of Public Instruction

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Table 2:**Changes in National Percentile Rank Differences within Disaggregations from 2001 to 2002**

Grade	Subject	Disaggregation	2001	2002	Difference Change
4	Reading	Gender	Female: 67% Male: 66%	Female: 67% Male: 65%	+1
4	Reading	Free/reduced	All: 66% F/R: 54%	All: 66% F/R: 53%	+1
4	L Arts	Disabilities	Without: 71% With: 33%	Without: 70% With: 31%	+1
4	L Arts	Free/reduced	All: 68% F/R: 57%	All: 67% F/R: 55%	+1
4	Math	Ethnicity	NatAm: 40% White: 66%	NatAm: 40% White: 65%	-1
4	Math	Free/reduced	All: 62% F/R: 51%	All: 62% F/R: 50%	+1
4	SS	Gender	Female: 66% Male: 70%	Female: 67% Male: 69%	-2
4	SS	Free/reduced	All: 67% F/R: 57%	All: 68% F/R: 57%	+1
4	SC	Disabilities	Without: 72% With: 50%	Without: 71% With: 46%	+3
4	SC	Free/reduced	All: 71% F/R: 59%	All: 69% F/R: 58%	-1
8	Reading	Gender	Female: 60% Male: 60%	Female: 62% Male: 59%	+3
8	Reading	Ethnicity	NatAm: 36% White: 64%	NatAm: 35% White: 64%	+1
8	L Arts	Disabilities	Without: 60% With: 26%	Without: 61% With: 22%	+5
8	L Arts	Gender	Female: 62% Male: 52%	Female: 64% Male: 50%	+4
8	L Arts	Ethnicity	NatAm: 41% White: 59%	NatAm: 35% White: 60%	+7
8	L Arts	Free/Reduced	All: 57% F/R: 48%	All: 57% F/R: 44%	+4
8	Math	Disabilities	Without: 60% With: 25%	Without: 62% With: 23%	+4
8	Math	Gender	Female: 58% Male: 57%	Female: 59% Male: 57%	+1
8	Math	Ethnicity	NatAm: 33% White: 60%	NatAm: 32% White: 62%	+3
8	Math	Free/Reduced	All: 57% F/R: 45%	All: 58% F/R: 45%	+1
8	SS	Disabilities	Without: 65% With: 26%	Without: 63% With: 32%	-8
8	SS	Gender	Female: 62% Male: 63%	Female: 60% Male: 59%	Male: +2*
8	SS	Ethnicity	NatAm: 35% White: 65%	NatAm: 39% White: 63%	-6

Grade	Subject	Disaggregation	2001	2002	Difference Change
8	SS	Free/Reduced	All: 62% F/R: 47%	All: 60% F/R: 48%	-3
8	SC	Disabilities	Without: 67% With: 36%	Without: 68% With: 34%	+3
8	SC	Gender	Female: 65% Male: 63%	Female: 66% Male: 63%	+1
8	SC	Ethnicity	NatAm: 42% White: 67%	NatAm: 41% White: 68%	+2
11	Reading	Disabilities	Without: 69% With: 26%	Without: 70% With: 28%	-1
11	Reading	Ethnicity	NatAm: 41% White: 69%	NatAm: 41% White: 70%	+1
11	Math	Gender	Female: 60% Male: 62%	Female: 61% Male: 62%	-1
11	Math	Ethnicity	NatAm: 41% White: 63%	NatAm: 39% White: 63%	+2
11	Math	Free/Reduced	All: 61% F/R: 49%	All: 61% F/R: 48%	+1
11	SS	Gender	Female: 69% Male: 64%	Female: 69% Male: 65%	-1
11	SS	Ethnicity	NatAm: 46% White: 68%	NatAm: 46% White: 69%	+1
11	SS	Free/Reduced	All: 66% F/R: 54%	All: 67% F/R: 54%	+1
11	SC	Disabilities	Without: 72% With: 32%	Without: 73% With: 34%	-1
11	SC	Ethnicity	NatAm: 51% White: 71%	NatAm: 48% White: 72%	+4
11	SC	Free/Reduced	All: 70% F/R: 58%	All: 71% F/R: 58%	+1

Pink = Decrease ☹

Green = Increase ☺

Number Only Colored = 2 or less point difference in decrease/increase

Whole Square Colored = over 2 point difference in decrease/increase

*Grade 8, Social Studies, Gender Disaggregation:

1. In 2001, male students scored one percentage point above female students, 63% and 62% respectively.
2. In 2002, male students scored one percentage point below female students, 59% and 60% respectively.